ROUTES INTO UNIVERSITY

Admissions Update

23/24 April 2018 Russell Group Teacher Conference

Focus for today

Use of data by universities

     Types of data

     How data is used

Alternative pathways

     BTEC

     Foundation programmes

     Degree Apprenticeships

Types of Data: School/College Data

- Free school meals / Pupil Premium
- Academic Performance (below national average at KS4 and KS5)
- Cold spots (NCOP)

Types of Data: Individual Data

- First generation into HE
- Parental Occupation (NS-SEC)
- Postcode Low Participation Neighbourhood (e.g.POLAR Q1 or 2, ACORN, IMD)
- Free School Meals / Pupil Premium
- Local authority care

- Academic potential
- Ethnicity
- Gender
- Age
- Household Income

Application of Data: Outreach Programmes

National programmes criteria e.g. Realising Opportunities, Access to Southampton, Sutton Trust

Local programmes and interventions e.g. open days vs access schemes

Mixed cohorts, academic discipline, skills based

Application of Data: Admissions

Contextual data

Mitigating circumstances

Activity How much do you already know?

In your groups sort the cards in front of you into these four categories:

Contextual Data   Neither   Mitigating Circumstances

UoS Contextual Indicator

The UoS contextual policy has four indicators:

> Care leaver

> Participated in an Outreach Programme (substantial and usually UoS)

> POLAR quintile 1

> Lower performing school (a school in the bottom 40% according to a country specific measure)

Applicants must meet at least one of these indicators to receive contextual consideration; this varies by faculty but includes reduced offers in some subject areas.

UCAS Contextual Indicator

UCAS provides the pilot Multiple Equality Measure (MEM), created using a statistical model based on national data for:

POLAR3

Sex

Ethnic Group

Index of Multiple Deprivation

Fee Status of School

MEM group 1 contains those least likely to go into HE

MEM group 5 contains those most likely.

Contextual Admissions at UoS

87% of contextual applications for 2017 entry met just one of the criteria

Three quarters of CA applications met the low performing school criteria, one third the low participation neighbourhood criteria, and only 2% met the care leaver or/and the outreach criteria

MEM group 5 is the largest group of applications at UoS (7324/40%), MEM group 1 is the smallest (1699/5%).

Students don't want to feel signed out, or feel that they deserve help.

I didn't understand why I got it so was quite worried. If I get lower grades than everyone else maybe I don't deserve to be here but I got higher grades anyway so it's ok

I don't really need this as I would have made the grades anyway

I still don't know why I got it. there was a list of criteria but I wasn't any of it. I get what it means but I don't know what it means for me

I ended up getting higher grades anyway so don't mind but I thought I might not be clever enough to do the course

I felt it wasn't necessarily fair that people who go to the same college, sit next to each other and are friends, get easier treatment. As far as they are concerned they are not different, they all want to go to university

When I was speaking to my friends who I felt should have got it more than me, it felt a bit unfair

…suggested strongly that e…offer to be a major part of t…sion making …earlier.

…e they join us.

I had the same will as everyone else to go to university, just because I lived in a really bad surrounding area and my friend he didn't get in and he really wanted to go to Southampton
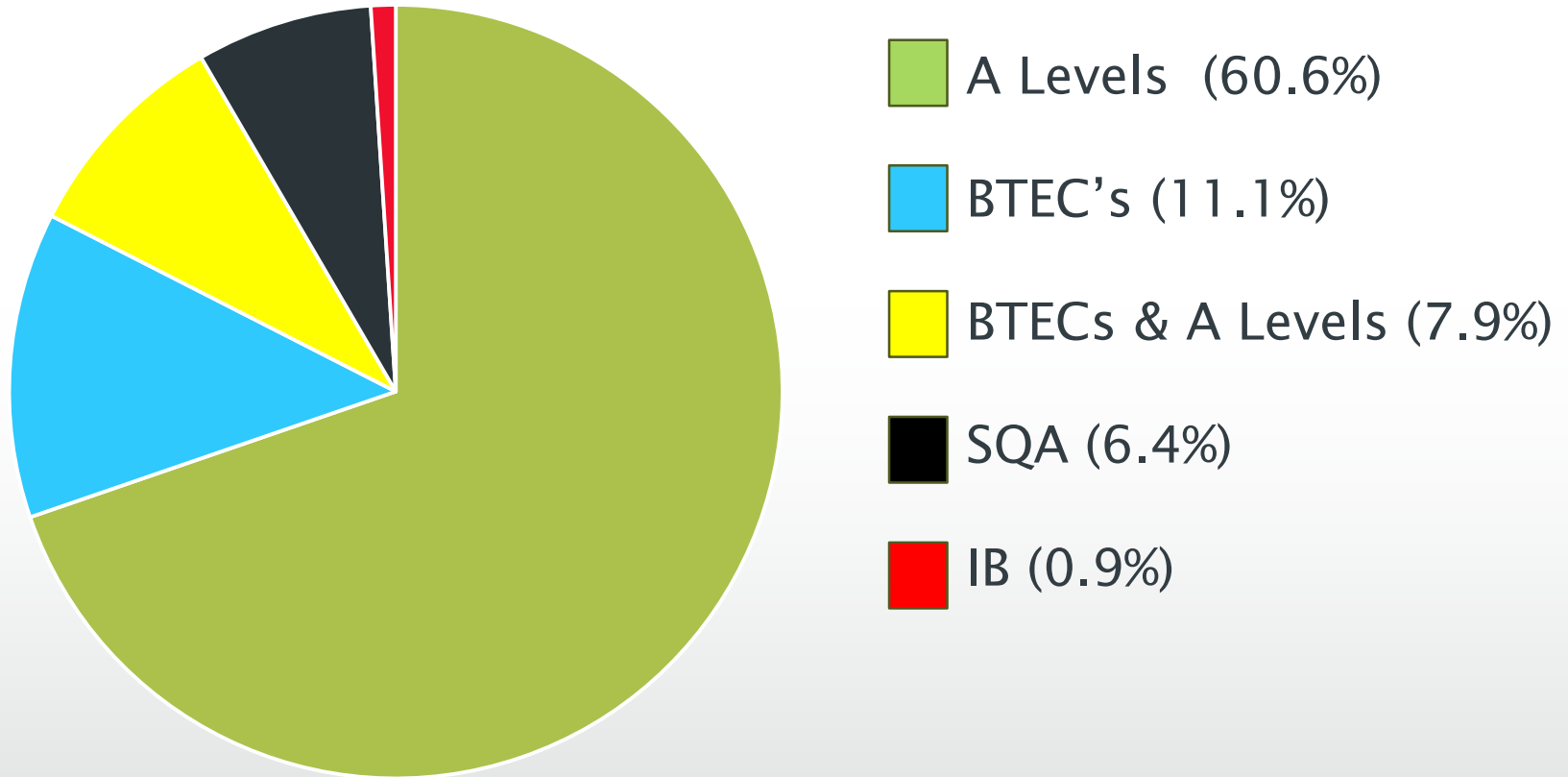
I felt a bit cheap when I got my offer… they were saying you don't need to be as good as everyone else

Alternate Pathways

Qualifications

Among UK 18 Year olds in 2017

- A Levels (60.6%)
- BTEC's (11.1%)
- BTECs & A Levels (7.9%)
- SQA (6.4%)
- IB (0.9%)

Source: UCAS End of cycle Report 2017 : Qualifications & Competition

Qualifications & Attainment

Among UK 18 Year olds in 2017
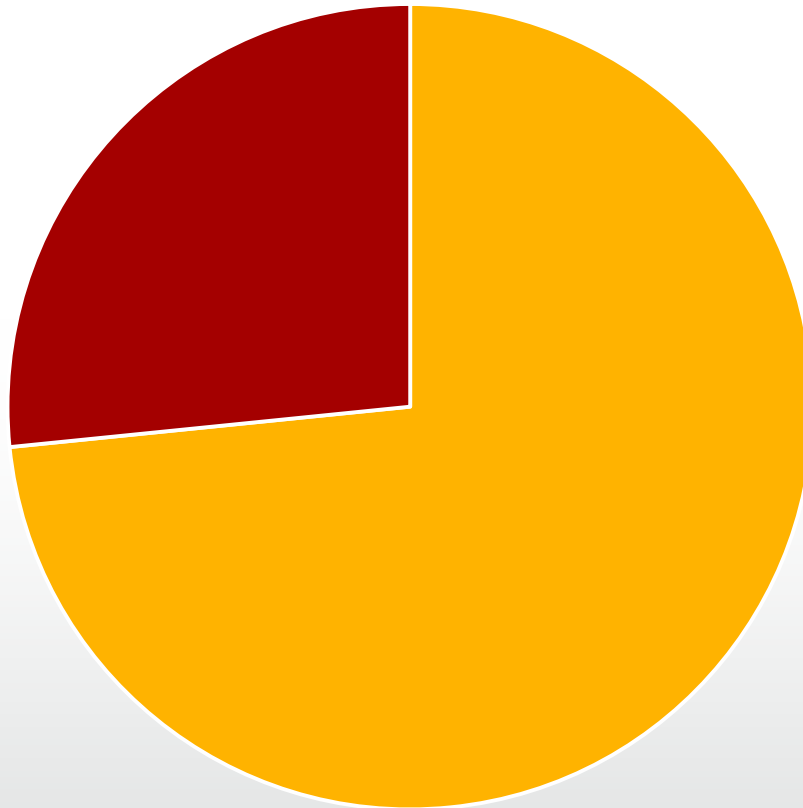
A Level Acceptances based on A Level equivalent points

- IB – average attainment –   13.2 points   (12.4 in 2012)

- A Level – average attainment - 11.8   (12 in 2012)

- BTEC – average attainment -   11.3   (10.5 in 2012)

A*   6 points
A   5 points
B   4 points
C   3 points
D   2 points

Predictions & Attainment

Among UK 18 Year olds in 2017

■ Achieved **lower** A Levels than predicted (73.4%) (68.4% in 2012)

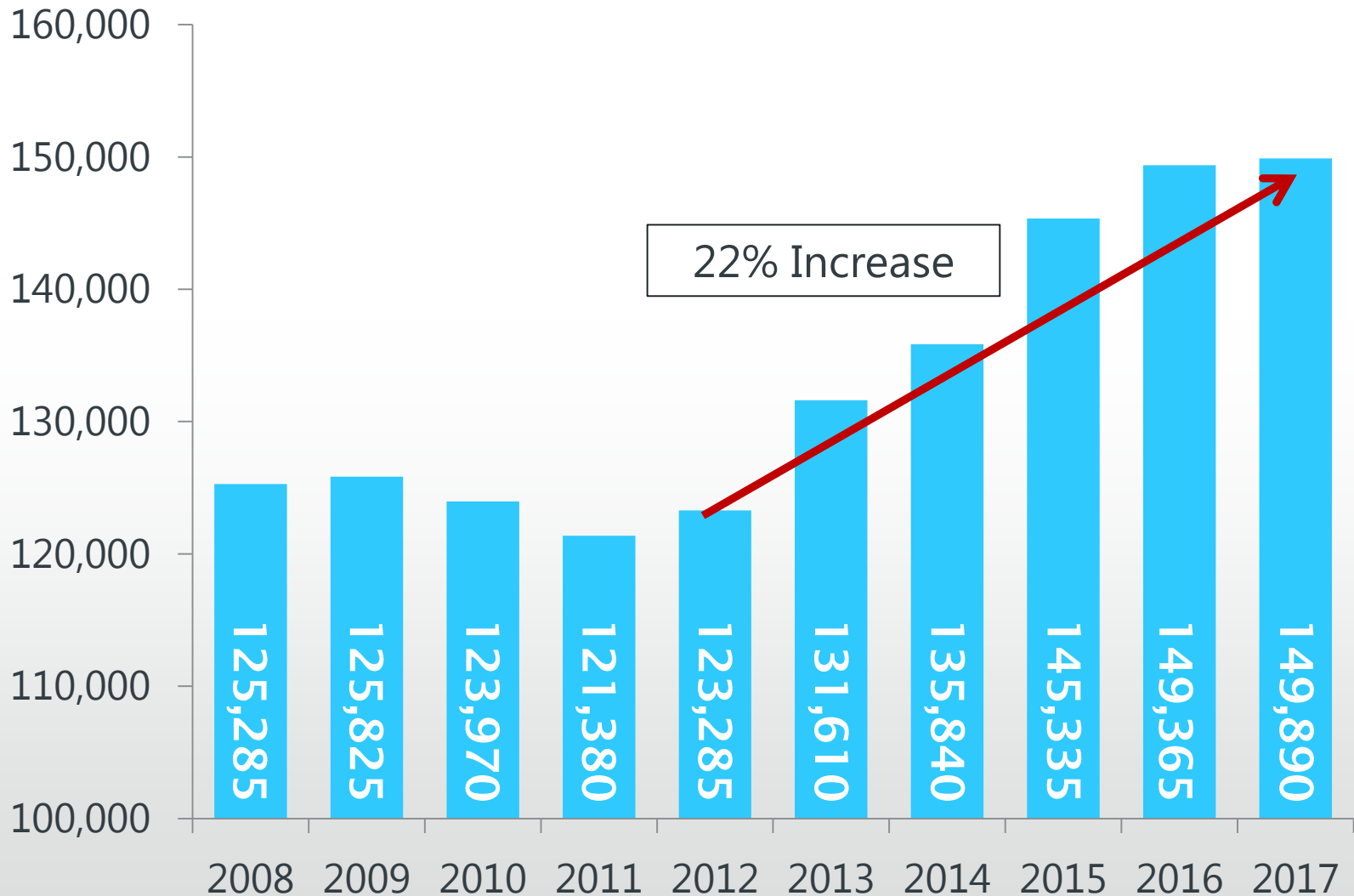■ Met or exceeded A Level predictions (26.6%) (31.6% in 2012)

The gap continues to widen for both reformed and unreformed subjects

Source: UCAS End of cycle Report 2017 : Qualifications & Competition 7.9

"All Higher Tariff providers (32) showed historical* increases in acceptances"

(*between 2012 and 2017)

40 out of 46 Medium Tariff providers also showed historical increases

Higher tariff providers have been more likely to show increases in only their quantity of acceptances in the longer term, but a larger number of providers have also shown increases in the average attainment of acceptances in the shorter term.

Source: UCAS 2017 End of Cycle Report : Qualifications & Competition 7.12-7.14

Acceptances by 'Higher Tariff' Institutions

22% Increase

Year	Acceptances
2008	125,285
2009	125,825
2010	123,970
2011	121,380
2012	123,285
2013	131,610
2014	135,840
2015	145,335
2016	149,365
2017	149,890

Source: UCAS

Only around **2%**

of UK 18 year old acceptances to **higher tariff** providers

Hold **BTECs** as their main qualification

1,185 18 year olds were placed at higher tariff providers in 2017 and over half have D*D*D*

Source: UCAS 2017 End of Cycle Report : Qualifications & Competition 7.8

Foundation Year Programmes

Introductory year prior to undergraduate course.

Designed to prepare students for HE level study

Successful completion = admission to year 1 of specified degree programmes

Warwick:

- Accounting & Finance with Foundation Year
- Management with Foundation Year

Southampton:

- Science Foundation Year
- Engineering, Physics, Maths & Geophysics

Degree Apprenticeships

Work and study

Tuition fees paid by employer

Highly competitive and high tariff

Example:

Dyson Engineering Degree (WMG) requires 340 UCAS points including at least an A in both A Level maths and one other science, technology, or engineering related subject.

Advice for teachers and advisers

Clear advice and guidance is crucial

Students and careers staff should be thoroughly examining entry requirements before Post 16 choices

If you are thinking of changing your provision, please contact a few universities for some advice and guidance.

Students/Parents/Teachers should make sure they tell us about any difficulties

We are interested in a students potential.

Contact us:

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ugadmissions@warwick.ac.uk
apprenticeships@warwick.ac.uk

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